THE CEA CRITIC

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DURHAM, N. C.

THE QUESTIONS WE ASK

Remarks Made at the Annual Meeting, Madison, Wis., Sept. 10, 1957

Any art or profession is wholesomely alive to the extent that it asks new and better question about its activities and finds better answers. Our history as an organization is a history of inquiry and investigation, of interrogation and affirmation.

We are not like Emerson: "I unsettle all things. I am an experimenter with no past at my back," said the Sage of Concord. The CEA has been deeply conscious of the past—to a large degree the subject matter of our professional activity is an analysis of the past. But we are aware of the present time and of the importance of our own work today. We hope to guide young people into a future with clearer concepts and greater skills.

The first large question posed to CEA came from Burges Johnson, our founder: Must not the teacher of language and literature put himself into alliance with living creative writers to give a proper perspective to his classroom performance?

The tonic effect of this question became reflected in a new attitude toward the presence of practicing critics and writers on our campuses, as well as in wholly new kinds of textbooks.

A second type of question arose with respect to the relationship of the teacher-scholar to the world into which his students would move. The rise of schools of journalism and business brought us face to face with the need to analyze our tasks in terms of practical applications of knowledge about language and literature.

We are pleased that CEA numbers among its members an influential group of teachers of practical courses in writing.

A third type of question has arisen concerning language, the malleable medium of the art of literature. A distaste for a barren scholasticism in language study amounted almost to a phobia. CEA has provided a forum for a discussion of such fundamental matters as the relationship of linguistic science to literary study.

We are now beginning to sense a completely new and valid approach to the kinship of speech and writing. Out of the researches of the scientists have come new insights. We are on the threshold of a massive break-through in the English language and language teaching which in years hence will bulk as large in history as do the findings of John Dewey today.

A fourth set of questions concerns the well-being of our profession. Is the face we present to the public the image we really have of ourselves? Is the reward assigned to us commensurate with our labor and our dedication? Is our mode of preparation adequate for the tasks we must perform? Is our central function — the improvement of nation-wide literacy and the enhancement of literary values — properly recognized and properly placed in the total educational program? Are the conditions under which we perform our duties satisfactory? Do we have the necessary illustrative materials — library and audio-visual aids — as willingly granted to us as are the laboratory equipment and other aids used in the natural sciences?

It is this last type of question to which this 19th annual meeting of CEA is addressing itself. We ask these questions in a spirit of free and open inquiry. The answers which may come today are less important—in the long history of our profession—than the spirit in which they are asked.

We shall not pass resolutions about the answers, nor shall we formulate a set of creeds and dogmas. We are the inheritors of a great past, but we are also the creators of our own present status. That status will be the better as we share together in friendly discussion some of the best thoughts now on our minds.

Harry R. Warfel
National President, CEA

Doctoral Studies in English

(During the following months, **The CEA Critic** will open its pages to a discussion of the report of the CEA Committee on the Ph.D. entitled "Doctoral Studies in English and Preparation for Teaching." It is our hope that thought about this important subject and the exchange of ideas on it will lead gradually to improvement in graduate work in English. Copies of the report can be obtained by writing to the CEA office in Amherst.)

Room Enough?

The kettle is boiling. The strengths and weaknesses of the traditional Ph. D. in English, and ways of improving that degree or finding a presumably better substitute for it, are increasingly the concern of graduate departments.

When asked about the Ph. D. as preparation for classroom teaching, more than half of 1298 MLA members questioned in 1956 described it as "less than adequate." In a forthcoming publication of an NCTE committee, a "trial balloon" is sent up, wondering whether a new degree, a Doctor of Language and Literature degree, is not needed, one which would be an alternative to the present Ph. D., in which the emphasis is on the SCHOLAR-teacher; the D. L. L. degree would change this to the TEACHER-scholar. Dean Joseph Smiley of the University of Illinois LAS college has spoken out publicly in favor of a TEACHER-scholar degree.

Professor Lewis Leary, editor of a forthcoming NCTE book on contemporary literary scholarship, would disagree somewhat with the NCTE committee and with Dean Smiley, for he regards the job of the college teacher of English in this way: "The enterprise is trifurcate: to discover as scholar, to analyze as critic, and to communicate as teacher. No one of these activities is effective without the qualifying support of each of the other two." These few examples show the widespread

(Please turn to p.8)

THE CEA CRITIC

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The September CEA Critics together with a brochure describing CEA and a "Letter from CEA" went to approximately 14,000 college English teachers as part of a national membership campaign. Membership in CEA through 1958 was offered for $3.50. Since, by vote of the national directors, after January 1 CEA annual dues will rise to $4.50, present members are urged to renew their memberships before the end of the year.

Science, Technology, and the Humanities in an Industrial Society

A many-faceted, two-and-a-half-day seminar held June 27-29 in Leach House at the University of Massachusetts under the auspices of the Humanities Center for Liberal Education in an Industrial Society, the University, and the College English Association brought liberal arts teachers from the fields of English, philosophy, foreign languages, history, physics, and a variety of other disciplines face-to-face with some of the most crucial challenges of our times. This was the second such seminar, the first having been held at the University last summer (see the CEA Critic for Sept. 1956).

These teachers from little and big institutions all over the country met and discussed their problems and society's problems with an equally large and interested group of representatives from industry and labor, which are as concerned as the teachers with the role of higher education today. Also present were college and university administrators.

The key problem was philosophic: What are the humanities? What is science? And how are they related?

Professor Harry R. Warfel of the University of Florida, president of the College English Association, opened the seminar by asking whether in our atomic era man can live with his inventions or will perish by them. We must have a humanistic faith, he said, that "the mind that shaped these new instruments can put them to affirmative uses."

Facts Versus Action

Does the humanist have the responsibility of giving direction to the world science has created? Professor George Boas, head of the John Hopkins department of philosophy, provided a thoughtful analysis of this problem. For him, civilization is a cooperative, not an individualistic, venture; it is "a wide river into which tributaries empty along its course."

But in general, science tends to be abstract, idealized, to deal in carefully controlled, pure fact; whereas the humanities should be creative, imaginative, and deal in programs of action. Each group errs when it becomes too exclusively itself, however. The fact finders must have a sense of direction—"Einstein too 'demands the muse'"—and the program makers, the humanists, must know how to build on facts.

Weakness of Humanities

But Dr. Boas, together with many other participators in the conference, deplored the sterility of much contemporary work in the humanities. There is too much withdrawing into the shell of scholarship, he felt, too much renouncing of the duty to interpret, too much emphasis on form. Manning M. Pattillo, Associate Director, the Lilly Endowment of Indianapolis, Indiana, a panelist, underlined this point by urging American scholars to learn how to address the general reading public. He criticized humanities teachers for their perfunctory performances in the classroom.

The shortcomings of the humanists were considered in many absorbing discussion sessions that gave the seminar life. Perhaps humanities teachers do a less inspiring job today than they used to do, it was suggested, because they themselves, like our whole society, are less sure of the meaning of life. Their lack of ethical conviction is inevitably transmitted to their students.

Parascientists

Professor Donald Lloyd of Wayne State University, in a speech at the concluding banquet, urged the humanist to become more scientific in order to make the scientist more humane.

This was the thesis also of Derek J. Price from the Smithsonian Institute in Washington who described the all-absorbing growth of technology in our day and talked of the need for a group of scholars trained to understand and guide the great new "republic of science." These scientific humanists Mr. Price called "parascientists (did he mean men who work beside the scientists, or men who protect us from the scientists?); he believed that these parascientists could come to a philosophic understanding of what science is and could thus provide it with more than empirical leadership. The humanists who reject this role he likened to those in ancient Greece who refused to participate in the growth of Greek democracy and became known as "Idiotas."

Many Kinds of Truth

Some participants, on the other hand, rejected the notion that the humanists must assimilate the ways and methods of science and become its guardians. The suggestion was made that logical positivism—the view that nothing is true which cannot be tested

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in the laboratory—is actually the enemy of the humanities. Everything possible should be done, it was urged, to convince people that truth is complex and that there are many avenues to it.

A few raised an opposite criticism: they felt that science is not purely factual, that scientists can also be program makers and can manage their "republic" better than humanist interlopers who do not have the knowledge of the specialist. Thus the philosophic issues were joined.

General Versus Special Education

A second important phase of the conference—not separate from the philosophic phase—was a heated and lively continuing debate concerning ways and means within the college and university framework of advancing the cause of liberal education. Here the issue was joined between advocates of general education which emphasizes the broad view and large general ideas, and advocates of concentrated study in depth which may involve the thinking of several disciplines in getting to the bottom of very specific and narrow concepts.

Professor Arnold Arons of Amherst College championed the latter method and stated his conviction that students are not educated until "they can articulate from within themselves, in their own words" everything that they study. Learning to parrot broad concepts and to apply formalistic, memorized routines is not education at all, he maintained.

Professor Raymond C. Maize of the Air Command School in Alabama took issue with this. To create the kind of humanely educated young people the world needs, he said, the colleges should provide an integrated, general curriculum taught by teachers who are not specialists but generalists. Emery Bacon, Educational Director of the United Steel Workers, even went so far as to suggest that a country as wealthy as ours should give a complete liberal education to every talented youngster regardless of social or economic position, and that this should be done before the student was allowed to specialize. Nothing short of the broadest and most completely liberal preparation will suffice, he said, to train young people to meet the complex obligations of modern life.

Mr. Ernest V. Hollis of the U. S. Office of Education called however for an acceptance of both the "general" and the "particularized" kind of education simultaneously, maintaining that American education thrives on experiment and that there is no one best way to do the job. Others, including Professor Arons, suggested that perhaps the best way to get a good generalist is through specialization: the expert is the brightest man. Thus a second basic issue was joined.

More Social Awareness

Other facets of this many-sided seminar included an effective statement from Michell Sviridoff, president of the Connecticut State Labor Council, calling for an "alliance across party lines" with industry for "the creation of a cultural climate based on humane and moral values." This would counter the tendency of our society to produce a "normal, predictable, controllable, paranoiac mass man" who will become "as disgusting as the worst industrial slum" unless education can teach him what to do with his new-found leisure.

Another aspect of the same problem, Mr. Sviridoff said, is the question of leadership: labor and industry are growing more powerful daily and unless the colleges can provide humane and well-rounded men to contol them, society is sure to suffer. Here the criticism of higher education was pointed. Both labor and industry representatives (Joseph Mire, Executive Director of the Inter-University Labor Committee Staff Project and Milton Enzer of Yale and Towne were among those to voice this view) agreed with Mr. Sviridoff that too often college-trained people take no interest in their communities or in social problems. Is liberal education doing its duty? The present disdain for the man of ideas, it was suggested, is society's response to the exclusiveness and snobbishness of many intellectuals.

A happier note was struck by Mr. D. H. Daugherty, Assistant Director of the American Council of Learned Societies, who reminded the seminarists that enjoyment is one of the goals of the liberal arts, and that literature is an expression of man's longing for beauty and for a home for himself. He confessed to the belief that the myths created by modern science will eventually be used by creative artists to bring a new world of beauty into being.

In spite of the criticisms of liberal education and the suggestions for its improvement which dominated this provocative seminar, there prevailed throughout a strong underlying current of faith and hope.

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INTERIM REPORT OF THE CEA GENERAL COMPOSITION STANDARDS COMMITTEE

The General Composition Standards Committee of the College English Association has been formed as a result of the profound and increasing dissatisfaction of many college administrators and teachers of English with the inadequacy of undergraduate writing. The Committee has recognized that the causes of this inadequacy are varied and complex, but it believes that some concerted action must be taken on all appropriate levels if further deterioration of composition standards is to be prevented and if these standards are to be measurably improved.

In its initial discussions the Committee has considered such problems as the quality of the teaching of composition in primary and secondary schools, the adequacy of the present "objective" English Composition Test administered by the College Entrance Examination Board, the effectiveness of traditional freshman courses in composition, and the neglect of composition by college teachers whose primary concern is their subject matter. In future, with the assistance of CEA members, the Committee hopes to investigate all these problems more thoroughly and to publish its findings on these and the other problems which are sure to arise.

At a preliminary meeting of the Committee, held during the summer of 1957, the following plans for immediate action were made:

1. A series of articles was commissioned on aspects of composition which may be regarded as controversial. The first of these articles has already appeared in THE CRITIC (December, 1956). Others will follow through the academic year 1957-58.

These articles are, in approximate order of publication: 1. James F. Beard, Jr., article in THE CRITIC on the need for an adequate essay test of composition in the College Board series. 2. Edward L. Hubler, an article on the Princeton freshman class and the College Board English Composition Test. 3. Patrick G. Hogan, Jr., an article on the junior proficiency test in Mississippi. 4. Donald J. Lloyd, an article on the status of the composition teacher in traditionally organized English departments. 5. Earle G. Eley, an article on the University of Chicago workshop on composition teaching and testing, summer, 1957. In addition, the Committee hopes to distribute to the full membership of the CEA reprints of Professor Eley's article, "Testing the Language Arts."

2. A questionnaire, now in preparation, will be sent to members of the Committee of the Whole, seeking information, ideas, and suggestions.

While the Committee is concerned with the entire range of composition training from the elementary through the graduate level where future college teachers are prepared, it believes it should focus first on freshman instruction in composition, recognizing that freshmen are products of previous training and that their instructors are usually the products of graduate schools. The Committee believes that many, if not most, programs in freshman composition would be strengthened if affirmative answers could be given to each of the following questions: 1. Do instructors have adequate backgrounds in the substantive scholarship of composition teaching? The Committee is persuaded that too many teachers of writing in our colleges have neglected to keep abreast of recent scholarship in such fields as the history of the language, structural linguistics, semantics and meaning theory, etc. The Committee believes this scholarship relevant and important to the successful teaching of composition, and it plans to prepare and distribute a working bibliography of this material. It believes, further, that all English majors who expect to teach should be encouraged, if not required, to study linguistics and the history of the language intensively.

2. Has a proper balance been achieved between the study of literature and the study of composition? The proportion of time which should properly be devoted to composition varies, of course, from institution to institution; but the Committee believes that the average freshman English instructor, trained almost exclusively in literary history, tends to neglect language study in order to emphasize the study of literature. This situation seems particularly characteristic of much secondary school work in English. The Committee believes both studies are important, but it believes a proper balance should be sought.

3. Is the teacher who prefers to teach composition given equal status to that of the teacher of literature? The Committee believes that, in many instances, skilled and scholarly teachers of composition are deprived of normal advancement in their careers because of their chosen field of specialization. In this concern, the Committee feels that it can effectively supplement the valuable work already understaken by the CCCC.

4. Are applicants for college admission effectively screened before admission, in terms of their skill in composition? The Committee believes that the absence of an essay test of writing in the present College Entrance Examination Board series of aptitude tests is encouraging secondary school teachers of English to suppose that their colleagues in the colleges are not really interested in compositional skills. A survey of secondary school teachers of English conducted by the Educational Testing Service indicates that secondary school teachers would welcome such a test, but it is unlikely that an essay test of writing can be included in the College Board series unless college administrators, admission officers, and English teachers insist on its inclusion. The most successful work in this area, thus far, seems to be the General Composition Test, an experimental essay test of writing developed under the leadership of Professor Earle G. Eley. Drawing on the special knowledge of the CEA Committee on Language and on the various experiments available for study, the Committee hopes to encourage further developments in this area.

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The Personae in Professional Controversy

I hope that you will forgive me the impertinence of applying one of the devices of literary criticism to a kind of writing that is not generally thought to be "literary" or "creative" in its intent. In studying the personae in poems and in prose fiction, we ask: "Who is the speaker" "To whom is he speaking?" Recent criticism has shown that there is value in asking these questions even about works that are not obviously dramatic. We have always seen their importance in the analysis of Browning's "Andre del Sarto" and Ring Lardner's "Haircut" but now we are shown that they should also be asked in relation to Pope's satries, Donne's lyrical verse, Bacon's essays, and Thoreau's **Walden.**

What we learn from the study that these questions initiate is that we must not naively suppose that the ostensible speaker in literary works is identical with the person who composed them or that the person to whom he addresses the work is every individual who happens to read it. We have come to realize that the creative author may, in anything that he writes, assume a character that is not exactly his own and may deliberately imagine an audience different from his actual readers. The Walt Whitman who is the speaker in **Leaves of Grass** is - he says - "turbulent, fleshy, sensual, eating drinking and breeding," and he thinks that "in cabin'd ships at sea" his verse will be read "by sailors young and old" — "in full rapport." It may very well be that in this case the speaker and the audience are both fictitious.

Now it has occurred to me that a similar representation of dramatis personae sometimes appears in our professional controversies. It is true that in each instance the speaker is supposedly an English professor and that his audience supposedly consists of other English professors. Often, however, it seems to me that the professors pictured in these disputes bear little resemblance to the members of our profession with whom I am acquainted. There was a time when this discrepancy made me angry with the author — the man whose name was signed to the article — and I was occasionally prompted to cry out, "Who does he think we are?" or — with more vehemence — "Who does he think he is?"

Only recently have I come to realize that the sophisticated way to view such dramatic monologues is to accept the possibility that they should be considered fictional works in which the persons are **creations** of the author, the speaker being distinct from the actual writer and the implied audience not necessarily intended to include me, the reader. Viewed in this way, articles of professional controversy were, I found, interesting specimens for rhetorical analysis. I began to seek them out in the places where they most frequently occur — the publications of the N.C.T.E. and the C.E.A. — the two organizations with which our Ohio association is affiliated.

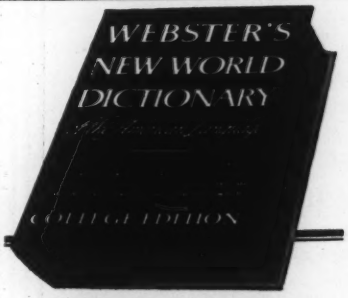
Searching the files of the **CEA Critic** and of **College English,** I ignored the disputes that are waged between individuals or between small groups of scholars as to the value of T. S. Eliot's poetry, the meaning of **Huckleberry Finn,** or the symbolism of the "wafer" image in **The Red Badge of Courage.** I concentrated instead on those papers that dealt with controversies involving our whole profession or large segments of it. These turned out to be almost always proposed reforms — and the objections to proposed reforms — in the freshman course, the English major, the offerings for the non-majors, and the Ph. D. program. They centered around such topics as General Education, Communications, the Study of Humanities, American Civilization, General Semantics, New Criticism, Historical Scholarship, Linguistic Science, Vertical Articulation, Teacher Training, and the relation of Business to the Liberal Arts.

Among the numerous articles on these subjects, I found many that did not strike me as dramatic in form or style. They impressed me as excellent exposition and persuasion. Even when they recommended changes that I might be reluctant to accept, I read them with patience because they were written from the viewpoint of the kind of colleague I respect, and they treated me as the kind of reasonable creature that I like to think I am. I frequently learned something from these articles, and sometimes I was even convinced by them.

On the other hand, I found that on each of the controversial subjects I have named there were some articles that belonged to the category of "dramatic monologues" I here wish to discuss. I found also that, even when these were in the minority, they stood out so prominently that they set a tone that affected the whole controversy.

Since, as I have said, the distinguishing feature of this type of article is its "dramatic" form — its use of a persona that may not be indentified with the author, the first step in our analysis of the type is to ask, "Who is the speaker? What is the character of the persona?" The speaker usually identifies himself as a Ph. D. and a teacher of college English. Beyond this he may tell little directly about himself, but he often reveals a great deal in what he says about other matters. The facts that emerge, however, show little individuality. In one article we may learn more about a particular side of the man than we do in another, but the speaker in all of them seems to be so much the same that we do no violence to the truth if we present a composite portrait. This is, therefore, what I propose to do, quoting the persona's own statements as frequently as possible.

(Note: Since it is my contention that these utterances express the persona's views rather than the author's, I shall not cite my sources. Authors who recognize phrases from pieces they wrote will undoubtedly confirm the validity of my approach by exclaiming that they never



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THE PERSONAE

(Continued from p. 5)

meant any such thing and that they themselves are not al all like the persona I describe.)

The persona's first exposure to college English, we can suppose, was a freshman course, which like all freshman courses — except the one he now advocates — was "atomistic" and "non-functional", an "intellectual slum", in which no student ever learned to write or to love literature. He then took an English major that was intended to produce "Sherlock Holmes antiquarians, with a gentle, innocuous interest in the cultivation of the venerable." Although he must have discovered by this time that "the English class the nation over" is "a hateful place to most of the students in it," he — unaccountably — entered the Ph. D. program.

Here he found that the graduate students "engaged in the study of humane subjects are radically inferior in native endowment to their contemporaries in nearly every other field of study." He found that the graduate professors were even worse: "academic brahmins" whom "the mordant grip of the dead hand of scholasticism" was forcing into "cultural and professional atrophy." Therefore, it was "the deaf leading the blind in fruitless, never-ending circles" through the "petrified forest of traditional pedantry." The whole Ph. D. Program was "unrealistic, hackneyed, hagridden with superstitions, idolatrous of precedent, rife with pointless antiquarianism, racked with fadism, vitiated by a lack of contact with reality and the contemporary world community, compartmentalized to the point of ineffectuality, super-specialized into triviality, almost completely divorced from normal, sane standards of value." He came out of graduate school "a very ignorant fellow" with no idea of how to teach — never having studied under a teacher who deserved to be emulated.

In spite of these unfortunate experiences, he is now a wise man of letters: a critic, a writer, a master teacher, a man competent to judge the whole educational system and to reform it. This status has been achieved, it appears, through his own unaided virtue. He clearly owes nothing to his formal training, and he takes pains to show that his colleagues, like his teachers, are unworthy to be of help.

In general, he finds his colleagues "too esoteric, egocentric, and stuffy," confined within "the narrow encirclement of . . . . . four departmental walls," "colonies of moles . . . incomprehensible each to the other, let alone to the outside world," a "neurotic group, completely impervious to philosophy, music and fine arts," "fussy and naggy spinsters immersed in trivialities and cloistered from the realities and significances of the world — Sunday school teachers who have lost their way."

Here are the types of English professor with whom he must work:

The "sway-backed old drudge, wearily plodding a dusty towpath, a slave to a syllabus, and to accumulated baggage of yellowed notes."

"The learned pig . . . in his ivory sty snuffling in porcine satisfaction over the accumulations of a lifetime of neglecting students in literature in favor of studies in literature."

"The scientist obliged professionally to take the dew off the rose and analyze it as H_2O."

"The professor who has crawled into the eighteenth century and pulled the nineteenth century over him."

The bibliographer who is "a rodent eating at the heart of the humanities."

"The New Critic preaching the "cult of the erudite, the exquisite, the pale thought delicately obscured, the haughty disadain."

The instructor in modern drama who "annihilates the personality of the author and the things and thoughts he represents and wants to tell his audience."

In sum, he thinks there is good cause to wonder whether English professors "are really good for much in modern society."

I believe you can see why I am inclined to regard this "speaker" as a fiction — as a persona in a dramtic monologue.

The next queestion to be asked is: "To whom is he speaking?" I confess that I find this difficult to answer. It cannot be the dull pedants whom he vituperates, because he apparently considers these beyond redemption. It cannot be people like me who have some regard for those who have taught them, both in the classroom and through books. It cannot be an audience like this one, people who come together in mutual respect and out of a desire to learn from one another.

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have special interests in the Elizabethan Drama, the Modern Novel, Creative Writing, or Linguistic Science, those who are experts in historical scholarship or New Criticism, we do not see them as the beasts and the clods that the persona describes, and he would surely be making a mistake to address his rant to us. I cannot think of any suitable audience for him except one composed of others like himself and therefore just as unreal as he is. But if his audience consists only of people who already agree with him, what purpose is to be achieved by the method of presentation chosen?

This, of course, brings us finally to consider the author himself, because it is he who is responsible for the choice of form, for the choice of speaker, and for the choice of the audience to be addressed. We tell our freshman that such choices must be made in accordance with the purpose — the author's purpose. It is true that in these monologues the purpose of the **persona** sometimes seems to be merely self-expression — release of his emotions and display of his irresponsible cleverness. The purpose of the **author**, however, ought to be to persuade, to move to agreement those who do not at first agree. I do not think that this end is served by the kind of writing about which I have been talking.

The English teachers I know are, for the most part, willing to listen to rational argument and are willing to be convinced by valid evidence. If they show resistance to some of the reforms proposed in these dramatic monologues, it is partly because they can have little faith in the recommendations of a speaker who seems to take pride in making statements that are patently false. For rhetorical effectiveness, therefore, the proponent of a reform in the study or teaching of English would do well to speak in his own voice as a recognizable colleague. If he should elect to speak through a persona, he should take care that it is not a **persona non grata.**

H. Bunker Wright
Miami University (Ohio)

Fall Meetings

South-Central CEA, Oct. 26, 7:30 a.m., in the main ballroom of the SMU Student Union. Cost $1.00 per person. Robert C. Snyder of Louisiana Polytechnic Institute will discuss the college reading programs; A. A. Hill of the Univ. of Texas will speak on the "Correspondences between Punctuation Marks and Spoken Signals".

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DOCTORAL STUDIES

(Continued from p. 1)

interest in doing something about the doctorate, and hint also at the lack of agreement concerning what the something should be.

Dares To Question

The C.E.A. committee report "Doctoral Studies in English and Preparation for Teaching" is a fine ingredient for the caldron. It dares to question tradition; it is obviously the result of painful self-searching, careful observation, and thoughtful interchanges of opinion.

If I were a department head, I should like a department made up of Ph. D.'s who had attained their degrees via different ones of the seven approaches recommended; I should be especially happy if in writing their dissertations they had learned well the lesson that "Prose need not be ponderous and lifeless to be scholarly."

The Program

It happens that I am one of those despicable creatures known as practical men. As a practical man I did some doodling with my pen, writing down what appear to be the requirements for this revised Ph. D. degree as recommended in the C.E.A. report. The doodles came out like this:

Structure of modern English	1 unit
History of English language	1 unit
Linguistics and literature	1 unit
Old, Middle, and Early Modern English	1 unit (impossibly small?)
"Inter-disciplinary and inter-departmental work in the entire program	4 units (?)
"Masterpieces of criticsm"	1 unit
"Practical" criticism	1 unit
"Concentration" courses	4 units (?)
Courses other than "concentration"	4 units (?)
Foreign language and literature	4 units (?)
Dissertation	8 units (?)
Practice teaching, seminars, or courses in teaching	2 units (?)
TOTAL	30 units

Some of these courses are implicit rather than explicit in the committee report, and except for the courses in linguistics, there are no specified amounts of anything. The question marks show that my total of 30 units may be too large or too small.

But the present Ph. D. programs in most institutions require only 16 such units beyond the M.A. The C.E.A. committee seems to be recommending approximately 30 units — presumably necessitating about twice as much time as the degree now requires. Perhaps those who earned this super-degree would prove extraordinarily good scholar-critic-teachers, but how many young people can afford to spend so much time.?

Cutting Necessary

Obviously something would have to be cut if the C.E.A. recommendations were to be used by a university as a basis for revamping requirements. We should have to whittle off a bit here, a bit there, even though every stroke of the knife would make someone bleed and someone else cry in anger. The linguists might have to settle for an eight of 16 units instead of a fourth, except for those whose area of concentration is linguistics.

Perhaps eventually more of the inter-disciplinary work could be stuck into the bachelor's and master's program. Maybe the dissertation could be reduced from the customary amount. If we are to have courses in criticism, some of the more traditional courses in great men or centuries or genres might have to be sacrificed. Perhaps some unit courses could be trimmed to half-unit size without reducing too much the amount of lean meat.

Stimulating Report

I do not intend this reaction to the plan to be querulous or quibbling. I believe that hard work and much thought went into the committee report.

We are faced with the old, old problem of trying to crowd more furniture into the room than it will comfortably hold. Mama says we have to have this, and Papa says we have to have that, and the kids say we have to have those. We can't afford a bigger room. Which pieces of the old furniture can we get rid of, even though we love them dearly? Which pieces of the new furniture can we do without, even though they might brighten up the place?

The C.E.A. report should help to stimulate further search for the compromise or the compromises that constitute the best answers to those questions. Probably there'll be many answers, rather than a single answer. My guess is that the doctorate of the future is likely to be much more nearly a tailormade degree than is the present one; I agree with the C.E.A. report in its statement that "diversity and

(Please turn to p. 9)

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English Studies in West Pakistan

English in Pakistan is not sure whether it should regard itself as native or foreign. It holds somewhat the position of French in England during the Middle Ages or of Medieval and Renaissance Latin. As one of the three official languages of the country it is a necessary tool for all educated people and is required also in many jobs held by uneducated people.

Even though most people have had little schooling and do not speak English, many have learned a few English phrases; and a great many English words have already enlarged the Urdu language. Children who carry their education beyond the primary grades are taught English as a matter of course.

The problem of improving the teaching of English at the lower levels is, as far as I can judge, part of the general problem of improving educational methods. The language needs to be taught more realistically and more efficiently so that students whose need for English is mainly as a tool will not be required to model their prose style on the essays of Addison and Steele. They need practical handbooks which treat English as a foreign language and deal specifically with the problems which confuse them, such as when to use articles (there being none in Urdu) and how to use prepositions.

English as the language of instruction in all colleges, except a few specifically native language ones like Urdu College, presents the expected problems. There are not yet sufficient books in Urdu, nor is the language itself equipped, to handle technical subjects. Yet instructors and students sometimes do not know English well enough really to comprehend the subject being studied. The solution to this problem may lie in a decreased rather than an increased use of English.

Well Prepared

Since my own work has been at the University of Karachi which admits only M.A. and B.A. Honors students, I am personally acquainted only with a select group. There are about fifty M.A. students in English.

Though there are wide differences in their ability to handle the language, I have been surprised to find that communication has not seemed to be a problem. Some of my tutorial students have an excellent knowledge of English and need help more in style than in grammar. None of the tutorial students assigned to me has presented a difficult writing problem.

As might be expected, students have occasional difficulties with diction, especially when they are trying to enlarge their vocabularies too quickly. And they have a fondness for rhetorical "fine writing."

No Scholarly Methods

The M.A. student in the two-year program here is not required to have as comprehensive a knowledge of English literature as the M.A. student in the United States. He gets pratically no training in scholarly methods. It should be remembered, however, that he is normally two years younger than his American counterpart. The system followed is the English one of external examinations, which, as it is practiced here, has both good and bad aspects. It encourages the good student but tends to be too idealistic for the average student.

No Critical Training

The idea of the syllabus is to concentrate intensively on a few works instead of reading a great many. Ideally each of these works can be used as an entering wedge into the author and period studied. The good student will read other works by the same author and of the same period, as well as whatever critical works he can obtain.

The average student, on the other hand, frequently feels it safer to read only critical works, in order to have a safe body of authorities to present to his examiners. In general the students have not been taught how to read a literary work critically for themselves. They are inexperienced in the art of analysis and unable to handle opinions of their own—either fearing to have them at all or indulging in large generalizations which they do not know how to substantiate.

(Continued from p. 8)

flexibility are signs of strength and of self-criticism." Two men taking the doctorate in English in the same future year many have almost nothing in common in their preparation. Yet each may become an excellent scholar-critic-teacher, SCHOLAR-critic-teacher, scholar-CRITIC-teacher or scholar-critic-TEACHER, and the rewards for each combination may — and should — be equal.

J. N. Hook
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ENGLISH STUDIES

(Continued from p. 9)

In spite of their remarkable knowledge of western culture as compared with our ignorance of theirs, they have become used to accepting on faith many ideas which are not entirely clear to them. Many of them are being exposed for too short a time to material which is too difficult and are hoping to pass their examinations by memorizing undigested secondary material. These are often students who want an M.A. in English as a means to getting a job in, say, the Civil Service, where this particular degree has prestige. In addition to these there are always the few students with a real love of literature who do remarkably well with the poor facilities provided them.

Few Books

The problem of books is a very real one. The library is spottily stocked. The student has often to use out of date editions and superseded scholarly works. He cannot obtain scholarly journals or bibliographies. Nor is he encouraged to make use of the library, which considers the preservation of books to be its primary function.

He has had no training in writing a properly documented research paper and has only the vaguest notions about the problem of plagiarism. The government puts restrictions on the importation of books, so that the book stores frequently do not carry the books listed on the syllabus. And the books on the syllabus are often listed unrealistically, no attempt being made to find out whether a reasonably priced edition is obtainable on the market.

When one considers these difficulties—not to mention difficulties of transportation, which cut down the number of hours a student can spend in the library, and poor housing conditions, which make studying at home often impossible — one is amazed at the amount which is accomplished.

The English Department at the University of Karachi has collected as many essential books as it can into its seminar room where, although the books are kept in locked cupboards, they can at least be read by students able to spend their afternoons and evenings at the university. Faculty members manage to get some books of recent scholarship from England. The British Council maintains a fairly well stocked library of books in English literature. The USIS library has books on American literature. The Asia Foundation has made generous gifts of books from its stock. Some of the most appreciated gifts have been good sophomore anthologies and books on how to read works of literature.

Good Faculty

The faculty is small and maintains an even closer relationship with the students than is found in many American universities. It is not made up of specialists in the American sense. Though an individual will naturally know the part of the syllabus he has been teaching better than other parts, he is expected to be able to help his tutorial students with the entire syllabus.

Research is difficult because of the lack of library facilities and the restrictions placed on travel, but people have not been prevented from reading widely in English literature itself. Scholarly journals and books when they are obtained are eagerly circulated. At least two of the five members of the faculty are trying to work on research projects having to do with the relations between India or Indian literature and English literature. The chairman, who has recently published an article on Bengali literature, is himself a poet in Bengali. Two other members of the department are also creative writers. One writes novels in Urdu and the other poetry.

In addition the faculty members work hard at promoting the intellectual life of the community. Earlier in the year they sponsored an interesting symposium on the future of English in Pakistan. More recently they helped in arranging an international seminar on religion and freedom sponsored by the Congress for Cultural Freedom.

Audrey Chew
Fulbright Lecturer, Pakistan

Penna. CEA Spring Meeting

The tenth annual meeting of the Pennsylvania Region was held at Bucknell University on Saturday, May 4, 1957, with fifty-four persons present and Calvin D. Yost, Jr., President, in the chair.

At the morning session, C. Willard Smith, Chairman of the English Department of Bucknell, introduced President Merle M. Odgers, who welcomed the vistors. A panel of three men discussed "The Freshman English Program to Meet the Specific Needs of Students." J. Almus Russell of Bloomsburg State Teachers College described the organization of a freshman course into six unites in which grammar, composition, and literature are combined. William J. Knightley, Jr., described an unusual course at Wilson College in which the reading consists of Greek drama and novels by Dostoevsky and Joyce and in which writing is taught without a handbook, by means of weekly themes and weekly individual conferences. Ralph S. Graber gave an account of freshman work at Muhlenberg College, where the subfreshman course is being abandoned and a specific course for superior students has been introduced.

At luncheon, members listened to five English madrigals sung by the accomplished Bucknell University Madrigal Group. At the business meeting officers were elected for the coming year: John B. Douds, of Albright College, President; P. Burwell Rogers, of Bucknell, Vice-President; Elisabeth Schneider, of Temple University, Secretary-Treasurer. President Yost announced next year's meeting, scheduled for April 19 at Lehigh University.

The afternoon session was addressed by Francis W. Warlow of Dickinson College, who gave an interesting and most informative account of certain of the younger living poets. He furnished a fuller and more illuminating account than most members had ever encountered of Richard Wilbur.

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